

Title II of the Higher Education Act Institutional Report

Report Year 1

Academic year: 1999-2000

Fall 1999, Winter, 2000, Summer 2000

Institution name: **College of the Ozarks**

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Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

| Institution Name | College of the Ozarks | | | | | | |
|---|-------------------------------|---------------------------------|----------------------------------|--------------------------------|---------------------------------|---------------------------|-------------------------------|
| Institution Code | 6713 | | | | | | |
| State | Missouri | | | | | | |
| Number of Program Completers Submitted | 62 | | | | | | |
| Number of Program Completers found, matched, and used in passing rate Calculations¹ | 62 | | | | | | |
| | | | | | Statewide | | |
| <i>Type of Assessment</i> | <i>Assessment Code Number</i> | <i>Number Taking Assessment</i> | <i>Number Passing Assessment</i> | <i>Institutional Pass Rate</i> | <i>Number Taking Assessment</i> | <i>Type of Assessment</i> | <i>Assessment Code Number</i> |
| Professional Knowledge | | | | | | | |

| Academic Content Areas | | | | | | | |
|-------------------------------------|-----|----|----|-----|------|------|------|
| Elem Ed Curr Instruc Assessment | 011 | 28 | 27 | 96% | 1614 | 1547 | 96% |
| English Language and Literature | 040 | 1 | | | 14 | 14 | 100% |
| Eng Lang Lit Comp Content Knowledge | 041 | 3 | | | 172 | 168 | 98% |
| Mathematics | 060 | 1 | | | 4 | | |
| Mathematics: Content Knowledge | 061 | 3 | | | 126 | 123 | 98% |
| Social Studies | 080 | 1 | | | 9 | | |
| Social Studies: Content Knowledge | 081 | 4 | | | 276 | 269 | 97% |
| Physical Ed: Content Knowledge | 091 | 14 | 8 | 57% | 166 | 144 | 87% |
| Business Education | 100 | 1 | | | 77 | 77 | 100% |
| Music Content: Knowledge | 113 | 1 | | | 129 | 122 | 95% |
| Art Content Knowledge | 133 | 1 | | | 75 | 75 | 100% |
| Biology Content Knowledge: Part 1 | 231 | 2 | | | 92 | 90 | 98% |
| Chemistry Content Knowledge | 241 | 1 | | | 11 | 10 | 91% |
| Other Content Areas | | | | | | | |
| Technology Education | 050 | 1 | | | 11 | 10 | 91% |
| Teaching Special Populations | | | | | | | |

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

| Institution Code | College of the Ozarks | | | | | |
|---|---------------------------------------|--|-------------------------|---------------------------------------|--|---------------------|
| State | Missouri | | | | | |
| Number of Program Completers Submitted | 62 | | | | | |
| Number of Program Completers found, matched, and used in passing rate Calculations ¹ | 62 | | | | | |
| | | | | Statewide | | |
| Type of Assessment ² | Number Taking Assessment ³ | Number Passing Assessment ⁴ | Institutional Pass Rate | Number Taking Assessment ³ | Number Passing Assessment ⁴ | Statewide Pass Rate |
| Aggregate - Basic Skills | | | | | | |
| Aggregate - Professional Knowledge | | | | 144 | 142 | 99% |
| Aggregate - Academic Content Areas (Elementary Education, Math, English, Biology, etc.) | 61 | 55 | 90% | 3148 | 3026 | 96% |
| Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.) | 1 | | | 101 | 100 | 99% |
| Aggregate - Teaching Special Populations (Special Education, ELS, etc.) | | | | 319 | 318 | 100% |
| Aggregate - Performance Assessments | | | | | | |
| Summary Totals and Pass Rates⁵ | 62 | 56 | 90% | 3678 | 3553 | 97% |

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

Section II. Program information

(A) Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 1999-2000, including all areas of specialization.

1. Total number of students enrolled during 1999-2000: 160

(B) Information about supervised student teaching:

2. How many student (in regular program and any alternative route programs) were in programs of supervised student teaching during academic year 1999-2000? 62

3. Please provide the numbers of supervising faculty who were:

4 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

0 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

2 Appointed part-time faculty in professional education, not otherwise employed the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 1999-2000: 6

3. The student/faculty ratio was (divide the total given in B2 by the number given in B3.): 10.33

4. The average number of hours per week required of student participation in supervised student teaching in these programs was: 35 hours. The total number of weeks of supervised student teaching required is 11. The total number of hours required is 385 hours.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state? X YES _____ NO

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? _____ YES X NO

NOTE: See appendix A of the guide for the legislative language referring to "low-performing" programs.

Section III. Contextual information (optional).

A. Please use this space to provide any additional information that describes your teacher preparation program(s).

Motivated by an attempt to report and respond in an ethical manner, the Teacher Education Committee at College of the Ozarks has made no effort to redefine "program completers" or manipulate other program requirements to improve the scores as they are reported and reflected in the Title II report. It is my understanding that many institutions in MO have made minor, and sometimes major, changes in program requirements in order to report a 100% pass rate. I feel certain that at some point we will be compared with institutions who have indeed made the changes for reporting better pass rates, and it is my concern that these comparisons will be unfair. Since the College of the Ozarks is a small institution, I perceive there is some skewing of pass rates when percentages are used and the report may not reflect an accurate

evaluation of our program. College of the Ozarks only had two content areas of 10 or more completers: Elementary Education and Physical Education. Of the 28 Elementary Education majors who took the PRAXIS during the reporting period, only one did not pass. This put our pass rate at 96%. Of course, had the one person been at a larger institution with many more Elementary Education majors, the percentage would be much greater. (By the way, the one Elementary Education student has since passed the PRAXIS.) The other content area that is reported is Physical Education. This pass rate is 57% and indeed the Teacher Education Committee has begun to apply “pressure” to the Physical Education Department to take note and make improvements. Part of the explanation for a low pass rate in this area has to do with “level” of preparation. In the past, we have allowed physical education students to choose between K-12 and 9-12 certification. Many of the examinees who did not pass the physical education test were 9-12 certification, only. Of course, the same test is used for both areas and this puts the 9-12 certification seekers at a distinct disadvantage. The Physical Education Department has since made changes that will force all Physical Education Teacher Education students to pursue the K-12 certification. In addition, the committee has concerns related to a number of our program completers who took content and pedagogy tests required in other states. Of that number, we had 100% pass rate. Our concern is that it appears that those tests are not counted in the aggregate category. We feel the fact that our program completers are passing all tests they took in a category and within their area of specialization is indeed a reflection of our Teacher Preparation Program and should be counted in the overall report. All of our students do not become just Missouri teachers. The unique mission of the College of the Ozarks as an institution that meets a very critical need for students in the Ozarks Region is known nation wide. This college provides an opportunity for students who are willing to work to attain a college education and many are first generation graduates. We have long observed that our students, although sometimes limited in socio-economic opportunities, become effective educators and strong contributing citizens.

B. Missouri has asked each institution to include at least the following information.

1. Institution Mission

College of the Ozarks is an institution that has evolved from secondary and junior college status to a four-year institution and its five-fold mission has remained constant:

- 1) **Academic Growth** is cultivated by employing a faculty of distinction whose primary motivations are teaching and advising.
- 2) **Vocational Growth** is encouraged by giving students the opportunity to experience the dignity and worth of work in their lives through employment in productive industries and services on campus.
- 3) **Spiritual Growth** is fostered by a Christian community on campus and is enhanced by required study of Christianity in literature and religious teachings of the bible. Opportunities for Christian services and supplementary programs are also offered.
- 4) **Patriotic Growth** is promoted in a climate where loyalty to American institutions, ideas, and obligations is based on knowledge and understanding of United States history and government rather than egocentrism.
- 5) **Cultural Growth** is cultivated in a social environment that gives students the opportunity to participate and observe a number of experiences that enrich lives.

One of the special commitments of College of the Ozarks is to serve the youth of the Ozarks region (largely rural and includes parts of southern MO, northern AR, Kansas and Oklahoma). Preference for admission is given to students from this region. The selection process for admission to the College continues to place high priority on the economic need of students—“those without sufficient means”—and on the likelihood of academic success—“those found worthy.” One of the most unique aspects of College of the Ozarks is that the institution guarantees to meet the “cost of education” for all resident students. This includes all costs of the educational program. In exchange, students are assigned workstations on campus and work 15 hours a week.

2. Educational Philosophy

The teacher education Program at C of O is committed to quality produced within parameters of the overall aims and goals of the College. As they work to earn their college education, our students learn to deal with

the realities of practicing teachers as reflective decision-makers while solidifying a foundation built on unchanging principles. This is the philosophy that provides the umbrella for decisions and guides the teacher education program at College of the Ozarks. Therefore, C of O faculty teach skills and competencies to teacher education candidates which will enable them as graduates of the program to apply this information and make reflective decisions. This philosophy is rich in educational tradition and is entirely consistent with and supportive of the five-fold mission stressing academic, spiritual, vocational, cultural, and patriotic growth. Based on the mission, the program hopes to provide society with productive responsible citizens.

3. Conceptual Frameworks

College of the Ozarks' conceptual framework for the Teacher Education Program is an integrated program of general, specialized and professional education. It combines theory and practice designed to help students gain knowledge, skills, and attitudes essential for a successful teaching career, supported and guided by the unique mission of the College. Based on our framework, and with the support of our mission statement, each graduate will demonstrate satisfactory knowledge and understanding of the following:

1. Significant content in the liberal arts core component of the program—This is accomplished through curricula in science, mathematics, social sciences, humanities and fine arts, along with co-curricular and extra-curricular activities that address the vocational, spiritual, cultural and patriotic mission of the college.
2. A variety of teaching methods and their application to the teaching/learning process—The coursework and activities are designed to equip program graduates to utilize a variety of methods in coursework and application through a number of opportunities for clinical experiences integrated into the program.
3. A variety of evaluation techniques essential for effective assessment of student learning—The program has targeted a goal of intense activities for program graduates related to assessment and these activities are integrated throughout the methods courses and field experiences.
4. The profession of teaching as documented in research—The profession of teaching documented by research is integrated at the freshman year and continues through program activities.
5. The specialized areas of study—In-depth study in at least one specialized teaching field allows students to obtain competence and understanding in specific areas.

4. Program completers who teach in the private schools and out of state

Private Schools:

Out of State Schools: 9